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ABSTRACT

This study investigated the success of the Dubuque Community School District (Iowa) in meeting its policy goal for equity and diversity through related policies and practices for staff development, curriculum development, and site-based school initiatives. A survey instrument was developed and pilot tested in collaboration with teachers, administrators, community members, and college researchers and was correlated to measure the intervention of 32 hours of staff development through workshops in diversity and student achievement. The 594 teachers employed by the district completed the survey in November 1995, and an additional random sample responded to an open-ended questionnaire during the spring of 1996. All 48 dependent variables showed significant growth in the multicultural attitudes and behaviors of the district, the schools, and the teachers. Even teachers who expressed resentment about the staff development activities acknowledged the positive effect it had in their approach to instruction. The results of the study suggested correlating site-based school reports more closely with the policies and desired practices in order to render more reliable data for policy decision making. The study also indicated that closer collaboration between preservice teacher education programs and school districts may reduce the beginning teachers' knowledge deficiencies in multicultural concepts and practices. Four appendixes contain: two samples of inservice "Respecting Ethnic and Cultural Heritage" (REACH) workshop agendas, a letter to the Chair of the Board of Education, and the survey instruments. (Contains 36 references.) (ND)

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An Analysis of a School District's Multicultural/Non-Sexist Policy: Implications for Classroom Practices and Pedagogy*

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An Analysis of a School District's Multicultural/Non-Sexist Policy: Implications for Classroom Practices and Pedagogy

ABSTRACT

The project sought to find out to what degree the Dubuque Community School District (Iowa) was meeting its policy goal for equity and diversity through related policies and practices for staff development, curriculum development, and site-based school initiatives. To address this issue, a comprehensive survey instrument was developed and pilot tested in collaboration with teachers, administrators, community members, and college researchers and was correlated to measure the intervention of 32 hours of staff development workshops in REACH (Respecting Ethnic and Cultural Heritage) and GESA (Gender Expectations and Student Achievement). All 594 teachers employed by the district completed the survey in November, 1995, and an additional random sample of district teachers responded to an open-ended questionnaire during the spring of 1996. All 48 dependent variables showed significant growth in the multicultural attitudes and behaviors of the district, their schools, and teachers. Even teachers in the open-ended questionnaire who expressed resentment about the staff development activities acknowledged the positive effect it had in their approach to instruction.

The context of the district in relationship to state rules for multicultural, non-sexist education are presented. The district's noncompliance with state requirements and steps taken to remedy the situation are briefly described.

Research results related to curriculum and instruction variables suggest that more attention from the school district toward specific instructional subject matter areas for a deeper, more consistent infusion of multicultural education content may be appropriate. Results of the study are being utilized in the district's next five-year multicultural nonsexist plan of action. The district's equity operations director, as a result of this project, is revising ways that site-based school reports could be correlated more closely with the policies and desired practices of the district in order to render more reliable and valid data as a basis for district policy decision making. A closer collaboration between preservice teacher education programs and school districts is advocated as a means to reduce the knowledge base deficiencies in multicultural concepts and practices which beginning teachers tend to bring to school districts.

An Analysis of a School District's Multicultural/Non-Sexist Policy: Implications for Classroom Practices and Pedagogy

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A significant number of state departments of education in the United States have taken steps to require school districts to implement proactive policies for developing culturally pluralistic schooling environments (Greene & Heflin, 1992). As a continuing manifestation of the civil rights movement (Watkins, 1994), multicultural policies are also advocated by practitioners and researchers who recognize the need for teachers and administrators with the disposition and competence for infusing multicultural/nonsexist content and processes into the public school curriculum (Gollnick, 1992b). Common within the expectations for multicultural education is the desire to have culturally responsive schools with a teaching force holding an understanding of the relationship of the school curriculum to a pluralistic society (Tyson, H., 1994; Zimpher & Ashburn, 1992). A positive movement in attitudes and actions toward multicultural/nonsexist practices suggests the need for transforming school curriculum and instruction. The goal of realizing school transformation, though, in a diverse society is inhibited by the dominance of an Eurocentric orientation toward schooling which either excludes or places on the policy margins efforts fostering equity and multicultural, nonsexist education (Banks, 1993b, 1994; Collins, 1993; Estrada, K., & McLaren, P., 1993; Irvine, 1992; Leck, 1990; Martin, 1991; McCarthy, 1994; Watkins, 1994).

When teachers and curriculum supervisors hold an inadequate grounding in a particular curriculum area, inflexible curriculum implementation by teachers is the result (Walker, 1990). In the case of the infusion of multicultural, nonsexist content, a limited knowledge base creates "a basic skills orientation to teaching that seems to render multicultural concerns superfluous" (Grant & Secada, 1990, p. 418). Staff development programs, though, offer an avenue for teachers and

administrators to gain the necessary knowledge and skills for implementing multicultural school programs.

Staff development approaches focusing just on implementation, however, tend not to have a lasting impact (Bradley, 1995; Fullan, 1990). Since the outcome of successful staff development activities hinges on the social climate of the school district (Joyce, 1990), Fullan (1990) urges a shift of focus from staff development to "institutional development [so that] changes in schools as institutions...increase their capacity and performance for continuous improvement" (p. 11).

Iowa administrative code section 256.11, adopted in 1977, requires that the educational programs of school districts "shall be taught from a multicultural, nonsexist approach" (Code of Iowa, 1993, p. 1942). Furthermore, under rules developed in 1978 school districts must establish policies and procedures that include a plan composed of

> specific goals and objectives, with implementation timelines for each component of the educational program; specific provisions for the infusion of multicultural, nonsexist concepts into each area of the curriculum...; a description of the inservice activities planned for all staff members on multicultural, nonsexist education; and evidence of systematic input by men and women, minority groups, and the handicapped in developing and implementing the plan. (Iowa Department, 1994, chap. 12, p. 16)

To meet its multicultural goal, the state envisioned staff development ("inservice activities") as the primarily vehicle for program implementation by local school districts.

Believing that their schools were not following the expectations of the state, members of the Multicultural/Nonsexist Community Advisory Committee to the Dubuque Community School District made their complaint directly to the Iowa Department of Education in April, 1990. A review by the department's Education Equity division in the Bureau of Administration and Accreditation cited six areas not in compliance with state rules, resulting in multiple reviews by the state over a three-year period, 1991-93. The areas of noncompliance were related to (a) public notification procedures, (b) specific multicultural, nonsexist objectives, (c) staff development, (d)

minority involvement in vocational education, (e) multicultural, nonsexist goals in all curriculum guides, and (f) gender-fair extracurricular activities.

The Dubuque Community School District's response to the state audit during the 1992-93 academic year included extensive staff development for certified staff through the nationally recognized programs REACH (Respecting Ethnic and Cultural Heritage) and GESA (Gender Expectations and Student Achievement).* For classified staff, locally designed anti-harassment training in the areas of gender and race and workshops on general equity issues were provided (Dubuque Community School District, 1993). Members of the Multicultural/Nonsexist Community Advisory Committee commended the district's commitment to "improving human relations at all levels of the school district," noting that Dubuque was "the only school system in the United States which has comprehensively implemented both REACH and GESA" (Dubuque Community School District, 1993, p. 88), a training process that spanned 1992-94 (a sample of the REACH training agendas are located in Appendix A). During the 1994-95 academic year the district implemented a procedure of having their equity operations director complete individual school follow-up analyses as part of a summary report back to each school and the school board describing the social climate, programs, policies, procedures, and interaction patterns of schools within the district.

The efforts of the school district have been conducted under the shadow of racial tension within the local community. During the early 1990s a division of local government in Dubuque had initiated a process of acknowledging the city's racist legacy and sought to take affirmative steps to increase minority presence in the city ("Dubuque May Take," 1991; "Task: Finding Minorities," 1991). A backlash by a segment of the white community to this movement brought national attention to Dubuque (see Challender, 1992) and has resulted in more indirect approaches to attracting racial minorities.

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* The GESA materials were locally developed by the district whereas the REACH training was conducted by staff from the REACH Center based in Seattle, Washington.

Despite 32 hours of staff development training in REACH and GESA and other equity and diversity workshops, systematic data is unavailable on this policy approach regarding its effectiveness within schools and classrooms. Studies of teachers who have participated as cooperating teachers for preservice teachers in the Dubuque area provide mixed results as to the extent of understanding held by teachers regarding the conceptual constructs involved in transforming the school curriculum (Vavrus, 1994; Vavrus & Ozcan, 1995; Vavrus & Ozcan, 1996).

The need existed for an analysis of the efforts a school district that has systematically adopted policies that appear to be striving for institutional development (Fullan, 1990) through (a) relatively extensive staff training in equity and diversity, (b) the use of a designated administrator to conduct follow-up school progress assessments, and (c) the engagement of individual schools in self-assessment activities. Information from such a policy study may be beneficial not only for the local school district in determining the effectiveness of its efforts, but could also provide for other school districts under Iowa code section 256.11 or parallel legislative mandates in other states research data on the adoption and implementation of similar policies.

Purpose & Scope of Study

The purpose of our study was to determine the effectiveness of the school district's policies aimed at meeting state rules and institutionalizing equity and diversity in district practice under their equity and diversity goal:

> Students will be treated equitably and will develop appreciation for diversity and equity as a positive feature of our school community through multicultural and gender-balanced policies, practices, and programs. (Dubuque Community School District, 1993, p. 38)

However, a need first existed to determine the impact of intervention strategies with school staff members intended to provide the human and curricular resources to meet this high priority policy objective. The policy goal proposed for evaluation, equity and diversity, is one of three overarching district goals.

The research study sought to answer the following question:

To what degree is the Dubuque Community School District meeting its goal for equity and diversity through policies for staff development, curriculum development, and site-based school initiatives?

To answer the research question, the study pursued the following objectives:

1. establish a collaborative, working relationship with college, school, community, and state representatives in designing the study.
2. develop a valid and reliable survey instrument for determining the relationship between multicultural curriculum transformation and the concepts gained from the REACH and GESA staff development training.
3. pilot the survey instrument with a group of classroom teachers.
4. survey all teachers who completed the REACH and GESA training with the revised survey instrument.
5. distribute an open-ended questionnaire to a stratified random sample from the previously surveyed group of teachers to further understand the processes that both aid and hinder multicultural/nonsexist curriculum transformation.
6. conduct a content analysis of (a) the equity director's school progress reports and (b) the self-assessment reports of individual schools in order to determine common and distinguishing factors among schools for realizing the district's equity and diversity goal.
7. compare research results to the goal of the district's equity and diversity policies.
8. apply results to the implementation of the district's next five-year equity and diversity plan.
9. apply results to the continuing development of equitable and culturally inclusive instructional practices for practitioner and preservice professional education.
10. disseminate the results to appropriate local, state, and national groups.

Methodology

1. A Research Advisory Team had input into all stages of the implementation of the project. The Research Advisory Team was headed by the school district's equity operations director and was composed of the Iowa Department of Education's educational equity lead consultant; the

district's assistant superintendent; three college faculty members conducting the research study; a member of the district's Multicultural/Nonsexist Community Advisory Committee; three teachers representing elementary, junior high, and senior high classrooms; the executive director for the Council for Diversity, a private organization funded by the local business community; the director of the human rights department for the City of Dubuque; a parent from the district; and a high school student. At the suggestion of the district's equity operations director, the school board was informed at an early stage of the project of the purpose and intent of the FINE grant (see Appendix B, August 11, 1995, letter to chair of the board of education).

A primary purpose of the broad-based Research Advisory Team was to ensure that the project be understood as one of importance and value to the entire local community, not just to the district and/or the consortium of colleges alone. Secondly, validity of the design and implementation of the project was increased by professionals who work neither for the district nor the colleges, but hold expertise in issues related to equity and diversity, i.e., the state's director for equity operations, the executive director for the Council for Diversity, and the city's human relations director. Furthermore, the inclusion of the state's director for equity operations provided continuing accountability and relevancy of the project in relationship to the expectations and needs of the state of Iowa. The presence of the assistant superintendent lent an important curriculum and instruction perspective for the district in the development and implementation of the policy study. Finally, the involvement of a parent, a community member from the district's Multicultural/Nonsexist Community Advisory Committee, and a student from the district represented a commitment by the district and the researchers to the inclusion of voices often left out such endeavors (Moore, 1992).

2. Originally we intended to survey just those teachers who had completed the REACH & GESA training and to limit the survey to teachers. The logistics of identifying such teachers and then only surveying them was not possible. Also, after the goals of the study were presented to district principals, a desire to survey administrators as well was expressed. Therefore, the following determinations were made:

√ Added demographic items to ascertain who had participated in the training.

√ Added a demographic category for administrators, counselors, and media specialists.

√ Realized that by expanding the original scope of the survey we still could conduct analyses which maintained the primary focus of the study by sorting data along the demographic lines -- and, thus, providing additional data with which to work, i.e., non-teacher perspectives, in the future.

The survey was designed to protect the identity of the teacher respondents. Originally the survey forms were going to be coded only for the purpose of increasing the return rate of the surveys. However, upon the advice of our Research Advisory Team we designed a cover letter to be signed by an individual building principal, the district's superintendent, and the assistant superintendent, the latter the direct supervisor of the building principals. Conducted at each school site on November 9, 1995, following meetings with the principals of each school to explain the survey purpose and survey administration protocol; the surveys then were distributed and collected by the principal, providing a 100% response rate from the 594 teachers employed by the district. All surveys were returned to the district's central office immediately following completion of the survey. Appendix C contains a copy of the survey instrument and the cover page accompanying the instrument.

The research advisory team provided a number of detailed critiques of the survey instrument during the summer and early fall, 1995. Items were also designed through a review of resources from the Midwest Desegregation Assistance Center in Manhattan, Kansas. A pilot test of the instrument further improved the validity and reliability of the instrument. A pilot survey was administered to a group of classroom teachers. In order not to confound the data when all teachers in the district would be administered the instrument, a group of active substitute teachers in the district voluntarily participated in the pilot study.

The issue as to whether an instrument could be designed to measure precisely the effects of the staff development training without prior baseline data was a continuing topic of discussion among the investigators and the research advisory team. We came to realize that lacking baseline

data on how teachers infused multicultural/nonsexist content into the curriculum *prior* to the REACH & GESA staff development training made it difficult for us to make a definitive statement regarding the impact of REACH & GESA training based on the results of our survey instrument. To address this problem we did the following:

• Set up most of the questionnaire items to generate two responses per item based on teacher perception "prior to 1992" (the time period before the staff development training) and "since 1992" in order to develop a discrepancy score indicating the degree of increased attention to multicultural curricular issues (see Appendix C, items 13 - 68).

• Made the assumption based on the State of Iowa investigation of the school district that on a district-wide basis probably very little was being done to encourage and help teachers become more knowledgeable about multicultural education.

The survey asked the respondents to assess 48 specific items about their own personal and professional attitudes and behavior as well as the perceived attitudes and actions of the school district and their respective schools. Excluding the demographic information (12 items), the format of the survey provided survey subjects the opportunity to give one of five responses ranging from "consistently" to "never," requesting two responses to each item, i.e., "prior to 1992" and "since 1992" (see Appendix C) -- resulting in 96 (2 x 48 items) potential responses to the attitudinal and behavioral statements. Chi-square analysis with cross tabulations was performed on the dependent variables.

2. An open-ended questionnaire with six items was developed in collaboration with the Research Advisory Team after preliminary results of the survey were known. The purpose of the open-ended questionnaire was to further understand the processes that both aid and hinder multicultural/nonsexist curriculum transformation.

Sixty teachers who participated in the November 9 survey were selected randomly from a stratified sample and sent the follow-up open-ended questionnaire (see Appendix D for a list of the items) for completion from March 25 to April 4, 1996. The district's equity operations director received 26 for a return rate of 43%. Although the return rate was less than desired by the

researchers, the survey did provide narrative data for qualitative analysis as related to the overall purpose of the study.

3. As noted earlier, other analysis objectives included conducting a content analysis of (a) the equity director's school progress reports and (b) the self-assessment reports of individual schools in order to determine common and distinguishing factors among schools for realizing the district's equity and diversity goal. In both instances our inten. was to use qualitative methods to discern patterns from these types of internal district data sources. The following discussion summarizes the reasons why these initial objectives had to be abandoned:

• We were initially able to use the equity director's content categories for the progress reports and, then, upon our analysis create new categories based on the actual patterns of narration utilized by the equity director. However, the reports were considered "soft data," i.e., subjective anecdotal content lacking a weighting system.

• The "self-assessment reports" contained weighted check-off categories based on a matrix which had been developed by the equity director and distributed during the 1994-95 academic year to school principals. Although holding some useful insights, the school self-assessment ratings are generally considered biased on the following dimensions: rating scale design, method of completion, documentation of evidence. The rating scale was skewed toward favorable ratings, the self-assessment may have been completed by school-based equity teams or individual principals, and there was no documentation or reference to evidence to support rating claims.

• Neither the school progress reports nor the self-assessment variables systematically attended directly to the effects of the district's REACH & GESA staff development training.

Outcome:

• We came to realize that meeting the objective of analyzing the progress reports and self-assessment reports "in order to determine common and distinguishing factors among schools for realizing the district's equity and diversity goal" (originally stated objective — see above) was not possible to the extent of making definitive statements that would be considered reliable and valid.

Results

1. Of the 594 teachers who completed the survey, approximately one-third were male and 3.7% identified themselves as members of an ethnic minority. The sample was split nearly evenly between elementary and secondary teaching assignments. Approximately 87% of the sample attended all or most of the REACH & GESA staff development workshops.

For all null hypotheses stating that there would be no differences in the responses to the degree of regularity by teachers prior to REACH & GESA staff development workshops and the responses by teachers since the workshops were rejected at the .05 significance level. All but four of the 48 dependent variable were actually rejected at the .001 significance level. A summary table of the chi square results are located in Appendix E.

The following are representative examples of the positive direction of responses as indicated in percentages in the direction of (a) the "consistently" response and (b) the "consistently response combined with the "frequently" response. The percentages are drawn from individuals who attended all the staff development workshops (To review all the variables analyzed, refer to the survey instrument which is located in Appendix C). The percentage gain, for example, at the "consistency" level based on the time at which the staff development intervention was conducted ranged for the sample below from 17 to 39.1%. Although holding percentages consisting of less than half of the sample at the "consistently" level, three of the items below represents over a 100% increase.

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- "The [district's] policies and procedures promote a school climate that demonstrated respect for all people regardless of their race, ethnicity, gender, social class, religion, language, or disability."

Degree of regularity	prior to 1992	since 1992
Consistently	19.3%	58.4%
Consistently + Frequently	57.5%	93.7%

• "The [district] provides leadership in equity and diversity in the community of Dubuque."

Degree of regularity	prior to 1992	since 1992
Consistently	11.3%	46.8%
Consistently + Frequently	38.8%	84.6%

• "I do not tolerate expressions, actions, or jokes which are offensive to members of the other gender in my classroom or work assignment."

Degree of regularity	prior to 1992	since 1992
Consistently	59.5%	85.5%
Consistently + Frequently	88.4%	96.2%

• "I do not tolerate expressions, actions, or jokes which are offensive to members of the various ethnic/racial groups in my classroom or work assignment."

Degree of regularity	prior to 1992	since 1992
Consistently	73.5%	92.4%
Consistently + Frequently	93.9%	98.7%

• "I take the initiative in dispelling prejudices, stereotypes and bigotry among students."

Degree of regularity	prior to 1992	since 1992
Consistently	57.6%	79.0%
Consistently + Frequently	86.2%	97.7%

• "I use MCNS [multicultural/nonsexist] concepts and materials as an integral part, not an attachment or separate feature, of my teaching."

Degree of regularity	prior to 1992	since 1992
Consistently	20.2%	40.5%
Consistently + Frequently	50.5%	78.1%

• "I am a contributor to the district goal of increasing equity for all participants in district operations."

Degree of regularity	prior to 1992	since 1992
Consistently	26.3%	44.1%
Consistently + Frequently	54.0%	75.0%

• Incorporation of "the contributions and perspectives of African Americans into my teaching."

Degree of regularity	prior to 1992	since 1992
Consistently	14.1%	31.3%
Consistently + Frequently	45.0%	68.1%

• Incorporation of "the contributions and perspectives of women into my teaching."

Degree of regularity	prior to 1992	since 1992
Consistently	32.4%	49.4%
Consistently + Frequently	67.5%	83.4%

• "My principal(s) works with staff to improve the level of equity and diversity in the instruction in my school."

Degree of regularity	prior to 1992	since 1992
Consistently	23.3%	52.1%
Consistently + Frequently	53.8%	83.6%

• "The inclusion of a MCNS perspective in my curriculum enhances the overall achievement of my students."

Degree of regularity	prior to 1992	since 1992
Consistently	16.6%	36.3%
Consistently + Frequently	49.6%	72.6%

The following three dependent variables were included in an effort to determine the depth of inclusion of multicultural concepts in the curriculum.

• "A goal of my teaching is to enable students to view concepts, issues, events and themes from the perspective of diverse ethnic and cultural groups."

Degree of regularity	prior to 1992	since 1992
Consistently	22.9%	48.9%
Consistently + Frequently	59.7%	84.2%

• "A goal of my teaching is to enable students to make decisions on important societal issues related to equity and diversity."

Degree of regularity	prior to 1992	since 1992
Consistently	24.6%	51.5%
Consistently + Frequently	58.0%	82.2%

• "A goal of my teaching is to enable students to take action on important societal issues related to equity and diversity."

Degree of regularity	prior to 1992	since 1992
Consistently	20.4%	40.3%
Consistently + Frequently	51.7%	75.4%

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As this sample of items suggest and as the chi square tests of significance indicate on all the dependent variables, subjects in this study have reported significant growth in the multicultural attitudes and behaviors of the district, their schools, and themselves.

2. The results of the open-ended questionnaire generally reinforced the results from the comprehensive survey. A recognition at the personal and professional level in growth in an understanding of the importance of inclusive dispositions and actions was a common theme. As one teacher noted, "The training heightened my awareness to the aspects of multicultural issues so I can try to improve my relationships with others" while another found the workshops "made me aware of cultural differences in verbal and nonverbal communication." Teachers provided such

related comments as "now [I] see the community as more inclusive," "[I am] more aware of the problems faced by women," "I use the perspective model," and "because of [the training] I monitor myself more closely." One individual claimed, though, that it was not the effect of staff development that had changed his or her particular perspective but rather the media and churches were responsible for this difference.

A sense of positive changes at the school level were noted by some respondents. A high school teacher reported, "Racism and sexism are present but awareness of these shortcomings is very high and these attitudes are routinely challenged." A junior high school teacher has "seen improvement in overall attitudes since we stared multicultural educational activities." For an elementary school teacher, the staff development has "made me more aware to treat boys as well as girls more equally in all activities. No more boy/girl lines. My bulletin boards are more multiculturally oriented, too." However, one teacher cautioned,

> Our school still has a long way to go. Unsupervised times are still filled with name calling, put downs, etc. The skills taught are not being fully transferred. Some staff are quite authoritarian and somewhat disrespectful to students.

Instructionally, the staff development experiences helped one teacher to try "to point out the injustices that have been dealt to all minority groups and [to avoid] stereotypical instruction so many others use." The inservice spurred another teacher to take additional classes devoted to learning styles, cooperative learning, grouping within a group to have a more effective repertoire of teaching methods suitable for all students. Even teachers in the open-ended questionnaire who expressed resentment about the staff development activities acknowledged the positive effect it has had in their design of their respective instruction.

Discussion

The implications of the results of the study need to be tempered with a reminder that both the quantitative data and narrative responses are based on self-report by teachers rather than observed practices. The assumption with both instruments was that reported changes in attitudes and behaviors were connected to the extensive staff development intervention. However, the

results need to be understood as correlational rather than causal as other potential intervening variables and explanations were not openly considered, e.g., the local community zeitgeist of self-examination on its history of racial bigotry. Nevertheless, the consistency and magnitude of the positive growth measured by the instruments strongly suggests that the 32 hours of staff development over a two-year period most likely were a significant contributing factor in fostering changes within the school district.

Although significant increases were found, the frequency percentages for many of the dependent variables related to curriculum and instruction suggests that more attention from the school district toward specific subject matter areas may be appropriate. However, prior to the school district moving its staff development activities in this direction — a professional growth area that could yield substantial direct benefit to K-12 students — principals will need to take a more active role in working with teachers in identifying potential multicultural gaps and opportunities in the curriculum. Based on such information, school sites could become responsible for identifying their staff development needs for increasing the multicultural content in the curriculum. In addition to being a cost-effective means for determining a valid basis for future multicultural staff development interventions, teachers and principals — and potentially parents, a group marginally involved in deliberations on multicultural education — would assume increased ownership and subsequent accountability for the realization of the district's multicultural goals. Within the context of curriculum development proactive action plans for improving the climate of individual schools will need to be regularly monitored for implementation by school-based teams.

The district's employment of an equity operations directors continues to serve as a positive catalyst for sustaining changes the district has experienced since 1992. Districts employing such a position most likely have an advantage of keeping multicultural education policy acitivities as a central rather than marginal focus for a district. The equity operations director, as a result of this project, is already exploring ways that individual school reports could be modified to correlate more closely with the policies and desired practices of the district in order to render reliable and valid data. In an unpublished draft of a May 1996 report shared with the college researchers for

this project, the director noted that various elements of this FINE-sponsored study could be utilized in the district's next five-year multicultural nonsexist plan of action. The areas he observed for potential consideration by the district's Equity Advisory Committee are to:

— utilize the data generated by individual disciplines to conduct further inservice activities related to curriculum development.

— develop appropriate district multidisciplinary goals for the planning period.

— conduct inservice activities which address areas needing further understanding and skill development with professional and other employee categories.

— make any revision or modifications to the multicultural nonsexist policy or other ancillary equity or diversity related policies to maximize their effectiveness in reaching the district goal of operational equity and the fullest understanding of human diversity.

The director's draft report further observed rather profoundly, "The presence of a multicultural policy is important, but not nearly sufficient to ensure systematic integration of these perspectives into the curriculum and operation of any school district." Policies serve as the targeted parameters for a district; actual practices reveal the actual heart of the district. Thus, school boards such as the one in Dubuque will need to maintain enlightened multicultural nonsexist policies while giving accountability to those policies by supporting appropriate staff development opportunities for teachers, principals, and other school staff.

For preservice teacher education programs the results indicate that the vast majority of teachers who come into teaching generally feel inadequately prepared to respond in a multiculturally-appropriate manner to make inclusive the environment of a school and the curriculum. The curriculum deliberations of teacher education programs too often are weighted to finding field sites with culturally diverse populations as a solution to preparing new teachers when some research suggests that this approach may not have the intended effect (Brown & Kysilka, 1994; Grant & Secada, 1990; Rios, 1991). What seems lacking are the technical curriculum development skills and accompanying dispositions for incorporating multicultural content in the instructional day in a consistent and coherent manner. Field experiences for preservice teachers

might, therefore, be better utilized under conditions where college students would have increased opportunities through their specific subject matter methodology courses and in student teaching to develop and implement multicultural content in more than an additive manner (see Banks, 1993a). Collaboration with school districts struggling with and open to multicultural and nonsexist curriculum development and implementation may be a useful step for colleges to take in an effort to provide schools with knowledgeable beginning teachers who would not be in need of massive staff development training for multicultural education once they are on the job.

For classroom pedagogy to continue to move toward more inclusive approaches, K-12 teachers and administrators will have to come to see such practices as fundamental aspects of their work rather than a technical curriculum requirement. Since multicultural education inherently involves social consideration, it is not surprising that the enactment of the curriculum is a politically contested arena. How teachers conceputalize these larger social-political issues is likely to influence how they design and implement the curriculum at the classroom level. This sense-making process by teachers is confounded by cultural values, political ideologies, and social class background (see for example, McLaren, 1995). As Sleeter (1991) has observed for preservice teachers yet in manner generalizable to teachers in the field,

> Helping [education] students articulate, critically examine, and develop their own beliefs and action agendas for emancipation of oppressed people is very difficult; it is not discussed sufficiently by multicultural education practitioners or theorists. (p. 22)

Thus, staff development efforts seeking institutional changes can not discount the ideological biases and emotions that accompany any in-depth efforts to expand multicultural education. To disregard the politically charged nature of the multicultural policies and practices can only result in superfiscial curriculum change. For those school districts willing, however, to engage in the hard work of sustained multicultural professional development for its instructional staff as part of their school improvement activities, the results of this study suggest constructive change is possible even when efforts are inititated under adverse political conditions.

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Appendices to

An Analysis of a School District's Multicultural/Non-Sexist Policy: Implications for Classroom Practices and Pedagogy

by

Michael Vavrus
The Evergreen State College
Olympia, Washington

Mustafa Ozcan
Clarke College
Dubuque, Iowa

Thomas Determan
Dubuque Community School District
Dubuque, Iowa

Clement Steele
Loras College
Dubuque, Iowa

Paper presented at the Annual Conference of the
National Association of Multicultural Education

November 6-10, 1996
St. Paul, Minnesota

Appendix A:
Two Samples of REACH Training Agendas (September 28 & October 24, 1994)

Respecting Ethnic And Cultural Heritage

REACH Center

Multicultural/Global Education

Multicultural Education – High School REACH Institute

Dubuque Community Schools
Dubuque, Iowa
September 28, 1994

Morning Session

7:30 - 8:00 am	Coffee, Juice, Cookies in Cafeteria
8:00 - 9:00 am	Introductions and Opening •Overview of Past Sessions 1992-93 •What's Happened in Dubuque Since We Met? •Review of REACH Basic Principles •Overview of High School REACH Manual
9:00 - 9:15 am	*Stretch Break*
9:15 - 10:15 am	Dubuque Student Panel - "Diversity From Our Perspective"
10:15 - 10:30 am	*Stretch Break*
10:30 - 12:00 pm	Understanding/Overcoming Prejudice & Racism
12:00 - 1:00 pm	*Lunch - on your own*

Afternoon Session

1:00 - 2:00 pm	A Hispanic/Latino American Perspective - Dr. Mario Soria
2:00 - 2:15 pm	*Stretch Break*
2:15 - 3:15 pm	Application of the High School REACH Manual •Exploring the Hidden Curriculum
3:15 - 4:00 pm	Closing and Evaluations

Respecting Ethnic And Cultural Heritage

REACH Center

Multicultural/Global Education

Multicultural Education – High School REACH Institute

Dubuque Community Schools
Dubuque, Iowa
October 24, 1994

Morning Session

7:30 - 8:00 am	Coffee, Juice, Cookies in Cafeteria
8:00 - 8:30 am	Introduction of Presenters Review of September 28, 1994 Evaluations
8:30 - 10:30 am	Application of the High School REACH Manual •Multicultural Infusion – What Does It Really Mean In The Classroom? •Large Group Presentation and Small Groups by Departments
10:30 - 10:50 am	*Break and Reconvene in the Auditorium*
11:00 - 12:00 am	An Asian American Perspective
12:00 - 1:00 pm	*Lunch - on your own*

Afternoon Session

1:00 - 2:00 pm	A European American Perspective
2:00 - 3:00 pm	Creating the Equitable School •Work in Heterogenous Groups Across Disciplines
3:00 - 3:20 pm	Selective Reports Back to Large Groups
3:20 - 3:30 pm	Closing and Evaluations

Appendix B:
August 11, 1995, letter to chair of the board of education

COPY

TRI-COLLEGE COOPERATIVE EFFORT

CLARKE COLLEGE · UNIVERSITY OF DUBUQUE · LORAS COLLEGE

EDUCATION DEPARTMENT
2000 UNIVERSITY AVENUE
DUBUQUE, IA 52001-5050
(319) 589-3197
FAX (319) 556-8633

August 11, 1995

Susanna Robey, Chair
Board of Education
Dubuque Community School District
2300 Chaney Road
Dubuque, IA 52001

Dear Mrs. Robey,

As a result of the partnership agreement between the Tri-College Cooperative Effort and the Dubuque Community School District, we were able to receive a collaboratively developed grant from the FINE ("First in the Nation in Education") foundation for 1995-96 to study the DCSD's policy-based procedures for improving equity and diversity practices. What follows is a summary of what we will be attempting to accomplish:

The research study is designed to answer the following question: To what degree is the Dubuque Community School District meeting its goal for equity and diversity through policies for staff development, curriculum development, and site-based school initiatives? Teachers in the school district who previously participated in extensive staff development in multicultural/nonsexist education will be surveyed to identify their attitudes toward (a) the inservice multicultural/nonsexist education experiences and (b) their reported classroom practice resulting from their staff development. Three types of qualitative data will also be utilized: (1) school progress reports which have been prepared by the district's equity operations director about the multicultural activities of individual schools, (2) self-assessment reports by individual schools about their multicultural activities, and (3) an open-ended questionnaire gathered from a subset of teachers. The open-ended questionnaire will be designed to further investigate the actual applications of multicultural education by the surveyed teachers.

A Research Advisory Team will oversee and advise the study. Headed by the district's equity operations director, the team is composed of the Iowa Department of Education's educational equity lead consultant, the district's assistant superintendent, a Keystone Area Education Agency consultant with expertise in equity; three Tri-College faculty members; a member of the district's Multicultural/Nonsexist Community Advisory Committee, three classroom teachers, the director of the human rights department for the City of Dubuque, a parent from the district, and a high school student.

Information from the policy study is intended to benefit not only the DCSD in determining the effectiveness of its efforts, but will also provide research data for other school districts making policy decisions under Iowa code section 256.11 or similar legislative mandates. The results will be applied to (a) the implementation of the district's next five-year equity and diversity plan and (b) the continuing development of equitable and culturally inclusive instructional practices for practitioner and preservice professional education. The research results will hopefully contribute to improving equity and diversity policies and practices at both the K-12 and higher education levels. The results of the study will serve to advance knowledge about the processes associated with school curriculum transformation.

We believe the collaborative process of developing the FINE grant proposal and the activities which are being undertaken as part of the grant serve as a positive example of what can evolve from a partnership between K-12 education and higher education.

Sincerely,

Michael Vavrus

Michael Vavrus, Ph.D.
Principal Investigator for the FINE Foundation Grant

Appendix C:
"An Educator Survey of Present Dispositions and Practices"

Equity and Diversity in the Dubuque Community School District

An Educator Survey of Present Dispositions and Practices

The Dubuque Community School District has established three district wide, long term goals. This survey intends to assess the status of one of these goals, equity and diversity.

Since 1992, the district has invested substantial fiscal and human resources in pursuit of this goal. This survey is an important means to assess the current condition of equity and diversity in the daily work of educators.

To carry out this activity, the district, in collaboration with the Tri-College Cooperative Effort, has been awarded a grant from the FINE (First in the Nation in Education) Foundation.

The FINE Research and Advisory teams appreciate your participation in this important assessment of professional practices related to the achievement of equity and the incorporation of diversity in the schools.

The survey will likely take most people about twenty (20) minutes to complete. Any person not employed in the district prior to 1992 or who did not participate in the original REACH or GESA training only needs to complete the questions appropriate to their experiences.

The results of this survey will be used as an important component of the district's long range equity and diversity planning efforts.

On behalf of all the people involved in the preparation and assessment of this survey, we appreciate your cooperation, careful attention and candid responses.

	Marv O'Hare	Katie Mulholland
Principal	Superintendent	Assistant Superintendent

Please separate this page from the survey and return only the survey pages.

Equity and Diversity in the Dubuque Community School District

An Educator Survey of Present Dispositions and Practices

The Dubuque Community School District has established three district wide, long term goals. This survey intends to assess the status of one of these goals, equity and diversity.

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The survey will likely take most people about twenty (20) minutes to complete. Any person not employed in the district prior to 1992 or who did not participate in the original REACH or GESA training only needs to complete the questions appropriate to their experiences.

The FINE Research Advisory team

Anderson, Tom	Educational Equity Consultant	Iowa Department of Education
Azebeokhai, Charles	Executive Director Human Rights	City of Dubuque
Bauman, Paula	Counselor and REACH Cadre	Prescott School
Chaston, Dawn	Parent	DCSD
Holland, George	Coordinator of Curriculum	Keystone AEA
Kutsch, Gail	Social Studies Teacher	Washington Junior High School
Mulholland, Katie	Assistant Superintendent	DCSD
Schaul, Gene	Mathematics Teacher	Hempstead High School
Steffen, Sarah	Student	Hempstead High School
Weiler, Mary	Equity Advisory Committee	DCSD
Weitz, Gail	Equity Advisory Committee	DCSD

Demographic Data (items 1 - 12)

Instructions: Please *circle* the word/words that *best* describes you for each of the following categories:

1. Gender:	Female	Male			
2. Overall Professional Experience:	3 years or less	4-9 years	10-14 years	15 or more years	
3. DCSD Teaching Experience:	3 years or less	4-9 years	10-14 years	15 or more years	
4. Current Assignment	Elementary Junior High Senior High	**If Junior or Senior High School, Please Indicate Your Discipline:** _____			
5. Your Job:	Teacher: General Education	Teacher: Special Education	Media Specialist	Counselor Other _____	Administrator

6. Highest Educational Attainment:	BA/BS	MA/MS	Specialist	Ph.D./Ed.D. Other _____	
7. Present Annual Household Income:	$20,000 - $40,000	$40,001 - $65,000	$65,001 - $100,000	More than $100,000	
8. Primary Ethnic Identification:	African American	Asian American	European American	Latino/a American	Native American
9. Participation in the GESA (Gender Equity And Student Achievement) Workshops:	I attended *all* of the scheduled workshops	I attended *most* of the scheduled workshops	I attended *none* of the scheduled workshops		
10. Participation in the REACH (Respecting Ethnic And Cultural Heritage) Workshops:	I attended *all* of the scheduled workshops	I attended *most* of the scheduled workshops	I attended *none* of the scheduled workshops		
11. Additional Formal MCNS (Multi-Cultural Non-Sexist) Experience:	No College or Recertification Class	One College or Recertification Class	Two College or Recertification Classes	Three or More College or Recertification Classes	

Instructions for the final demographic category: Please circle all that apply to you:

12. Informal MCNS Experience:	I have/had friends or relatives from ethnic groups other than my own	I have/had friends or relatives with disabilities	I have been in situation where I was not a member of the majority group
	I have traveled to another country for business or leisure	I have voluntarily attended events, activities, or workshops related to issues of diversity and equity	I belong to organizations dedicated to the advancement of issues in diversity and equity

District Attitudes and Behaviors (items 13 - 16)

Instructions: Please *circle* the word that *best* describes your view of each of the following statements:

13. The DCSD's administration takes action that promotes knowledge of, respect for, and appreciation for all people, regardless of their race, ethnicity, gender, social class, religion, language, or disability.

PRIOR TO 1992:	Consistently	Frequently	Occasionally	Rarely	Never
SINCE 1992:	Consistently	Frequently	Occasionally	Rarely	Never

14. The DCSD's policies and procedures promote a school climate that demonstrated respect for all people, regardless of their race, ethnicity, gender, social class, religion, language, or disability.

PRIOR TO 1992:	Consistently	Frequently	Occasionally	Rarely	Never
SINCE 1992:	Consistently	Frequently	Occasionally	Rarely	Never

15. The DCSD's administration take responsibility for promoting a school climate that demonstrates respect for all people, regardless of their race, ethnicity, gender, social class, religion, language, or disability.

PRIOR TO 1992:	Consistently	Frequently	Occasionally	Rarely	Never
SINCE 1992:	Consistently	Frequently	Occasionally	Rarely	Never

16. The DCSD provides leadership in equity and diversity in the community of Dubuque.

PRIOR TO 1992:	Consistently	Frequently	Occasionally	Rarely	Never
SINCE 1992:	Consistently	Frequently	Occasionally	Rarely	Never

PERSONAL BEHAVIORS AND ATTITUDES (items 17 - 53)

17. I avoid expressions, actions , or jokes which are offensive to members of the other gender.

PRIOR TO 1992:	Consistently	Frequently	Occasionally	Rarely	Never
SINCE 1992:	Consistently	Frequently	Occasionally	Rarely	Never

18. I do not tolerate expressions, actions , or jokes which are offensive to members of the other gender in my classroom or work assignment.

PRIOR TO 1992:	Consistently	Frequently	Occasionally	Rarely	Never
SINCE 1992:	Consistently	Frequently	Occasionally	Rarely	Never

19. I do not tolerate expressions, actions , or jokes which are offensive to members of the other gender in areas I supervise or in activities I facilitate.

PRIOR TO 1992:	Consistently	Frequently	Occasionally	Rarely	Never
SINCE 1992:	Consistently	Frequently	Occasionally	Rarely	Never

20. I avoid expressions, actions , or jokes which are offensive to persons with disabilities.

PRIOR TO 1992:	Consistently	Frequently	Occasionally	Rarely	Never
SINCE 1992:	Consistently	Frequently	Occasionally	Rarely	Never

21. I do not tolerate expressions, actions , or jokes which are offensive to persons with disabilities in my classroom or work assignment.

PRIOR TO 1992:	Consistently	Frequently	Occasionally	Rarely	Never
SINCE 1992:	Consistently	Frequently	Occasionally	Rarely	Never

22. I do not tolerate actions or expressions offensive to persons with disabilities in areas I supervise or in activities I facilitate.

PRIOR TO 1992:	Consistently	Frequently	Occasionally	Rarely	Never
SINCE 1992:	Consistently	Frequently	Occasionally	Rarely	Never

23. I avoid expressions, actions , or jokes which are offensive to members of the various ethnic/racial groups.

PRIOR TO 1992:	Consistently	Frequently	Occasionally	Rarely	Never
SINCE 1992:	Consistently	Frequently	Occasionally	Rarely	Never

24. I do not tolerate expressions, actions , or jokes which are offensive to members of various ethnic/racial groups in my classroom or work assignment.

PRIOR TO 1992:	Consistently	Frequently	Occasionally	Rarely	Never
SINCE 1992:	Consistently	Frequently	Occasionally	Rarely	Never

25. I do,not tolerate expressions, actions , or jokes which are offensive to members of various ethnic/racial groups in areas I supervise or in activities I facilitate.

PRIOR TO 1992:	Consistently	Frequently	Occasionally	Rarely	Never
SINCE 1992:	Consistently	Frequently	Occasionally	Rarely	Never

26. I conduct my classroom or work assignment with a goal of having my students respect each other.

PRIOR TO 1992:	Consistently	Frequently	Occasionally	Rarely	Never
SINCE 1992:	Consistently	Frequently	Occasionally	Rarely	Never

27. I take the initiative in dispelling prejudices, stereotypes and bigotry among students.

PRIOR TO 1992:	Consistently	Frequently	Occasionally	Rarely	Never
SINCE 1992:	Consistently	Frequently	Occasionally	Rarely	Never

28. I use non-sexist language (e.g., I do not refer to all lawyers as "he" and nurses as "she").

PRIOR TO 1992:	Consistently	Frequently	Occasionally	Rarely	Never
SINCE 1992:	Consistently	Frequently	Occasionally	Rarely	Never

29. I present group differences and similarities which accurately portray cultural diversity in the United States or in the global community.

PRIOR TO 1992:	Consistently	Frequently	Occasionally	Rarely	Never
SINCE 1992:	Consistently	Frequently	Occasionally	Rarely	Never

30. I teach students to detect both overt and subtle forms of stereotyping.

PRIOR TO 1992:	Consistently	Frequently	Occasionally	Rarely	Never
SINCE 1992:	Consistently	Frequently	Occasionally	Rarely	Never

31. I use MCNS concepts and materials as an integral part, not an attachment or separate feature, of my teaching.

PRIOR TO 1992:	Consistently	Frequently	Occasionally	Rarely	Never
SINCE 1992:	Consistently	Frequently	Occasionally	Rarely	Never

32. I have the same expectations for students from lower socio-economic backgrounds as for all other students.

PRIOR TO 1992:	Consistently	Frequently	Occasionally	Rarely	Never
SINCE 1992:	Consistently	Frequently	Occasionally	Rarely	Never

33. I seek the assistance of parents and community in creating events and activities which promote equity and diversity.

PRIOR TO 1992:	Consistently	Frequently	Occasionally	Rarely	Never
SINCE 1992:	Consistently	Frequently	Occasionally	Rarely	Never

34. I am a contributor to the district goal of increasing equity for all participants in district operations.

PRIOR TO 1992:	Consistently	Frequently	Occasionally	Rarely	Never
SINCE 1992:	Consistently	Frequently	Occasionally	Rarely	Never

35. I encourage an understanding of diverse viewpoints, even when these run counter to my own personal viewpoints.

PRIOR TO 1992:	Consistently	Frequently	Occasionally	Rarely	Never
SINCE 1992:	Consistently	Frequently	Occasionally	Rarely	Never

36. I incorporate GESA based teaching/learning practices in my classroom or work assignment.

PRIOR TO 1992:	Consistently	Frequently	Occasionally	Rarely	Never
SINCE 1992:	Consistently	Frequently	Occasionally	Rarely	Never

37. I incorporate REACH based teaching principles and materials in my classroom or work assignment.

PRIOR TO 1992:	Consistently	Frequently	Occasionally	Rarely	Never
SINCE 1992:	Consistently	Frequently	Occasionally	Rarely	Never

Instructions: Please *check* the box under the word that *best* fits for each of the listed groups.

PRIOR TO 1992, I incorporated the contributions and perspectives of the following various groups in my teaching.

	Consistently	Frequently	Occasionally	Rarely	Never
38. African Americans					
39. Asian Americans					
40. European Americans					
41. Latino/a Americans					
42. Native Americans					
43. Disabled Persons					
44. Women					
45. Men					

SINCE 1992, I incorporate the contributions and perspectives of the following various groups in my teaching.

	Consistently	Frequently	Occasionally	Rarely	Never
46. African Americans					
47. Asian Americans					
48. European Americans					
49. Latino/a Americans					
50. Native Americans					
51. Disabled Persons					
52. Women					
53. Men					

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School Attitudes and Behaviors (items 54 - 65)

Instructions: Please *circle* the word that *best* describes your view of each of the following statements:

54. My school provides leadership in equity and diversity for the families it serves.

PRIOR TO 1992:	Consistently	Frequently	Occasionally	Rarely	Never
SINCE 1992:	Consistently	Frequently	Occasionally	Rarely	Never

55. My principal(s) works with staff to improve the level of equity and diversity in the instruction in my school.

PRIOR TO 1992:	Consistently	Frequently	Occasionally	Rarely	Never
SINCE 1992:	Consistently	Frequently	Occasionally	Rarely	Never

56. My principal(s) has a positive attitude toward equity and diversity principles in the operation of my school.

PRIOR TO 1992:	Consistently	Frequently	Occasionally	Rarely	Never
SINCE 1992:	Consistently	Frequently	Occasionally	Rarely	Never

57. My principal(s) has demonstrated commitment to the recruitment of persons from historically underrepresented groups as staff members.

PRIOR TO 1992:	Consistently	Frequently	Occasionally	Rarely	Never
SINCE 1992:	Consistently	Frequently	Occasionally	Rarely	Never

58. Other professional staff in my school take positive steps to prevent unacceptable discriminatory or harassing behavior.

PRIOR TO 1992:	Consistently	Frequently	Occasionally	Rarely	Never
SINCE 1992:	Consistently	Frequently	Occasionally	Rarely	Never

59. Students in my school from any ethnic/cultural group are comfortable with students from any other ethnic/cultural group.

PRIOR TO 1992:	Consistently	Frequently	Occasionally	Rarely	Never
SINCE 1992:	Consistently	Frequently	Occasionally	Rarely	Never

60. My school maintains the same standards of conduct for all students.

PRIOR TO 1992:	Consistently	Frequently	Occasionally	Rarely	Never
SINCE 1992:	Consistently	Frequently	Occasionally	Rarely	Never

61. Students at my school receive equitable treatment from school staff.

PRIOR TO 1992:	Consistently	Frequently	Occasionally	Rarely	Never
SINCE 1992:	Consistently	Frequently	Occasionally	Rarely	Never

62. The students I deal with treat each other with respect.

PRIOR TO 1992:	Consistently	Frequently	Occasionally	Rarely	Never
SINCE 1992:	Consistently	Frequently	Occasionally	Rarely	Never

63. Incidents of discrimination or harassment at my school are treated seriously by the staff.

PRIOR TO 1992:	Consistently	Frequently	Occasionally	Rarely	Never
SINCE 1992:	Consistently	Frequently	Occasionally	Rarely	Never

64. The inclusion of a MCNS perspective in my curriculum enhances the overall achievement of my students.

PRIOR TO 1992:	Consistently	Frequently	Occasionally	Rarely	Never
SINCE 1992:	Consistently	Frequently	Occasionally	Rarely	Never

65. My school's treatment of and support for students of lower socio-economic-status is the same as for all other students.

PRIOR TO 1992:	Consistently	Frequently	Occasionally	Rarely	Never
SINCE 1992:	Consistently	Frequently	Occasionally	Rarely	Never

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Teaching Goals (items 66 - 68)

66. A goal of my teaching is to enable students <u>to view concepts, issues, events and themes</u> from the perspective of diverse ethnic and cultural groups.

PRIOR TO 1992:	Consistently	Frequently	Occasionally	Rarely	Never
SINCE 1992:	Consistently	Frequently	Occasionally	Rarely	Never

67. A goal of my teaching is to enable students <u>to make decisions</u> on important societal issues related to equity and diversity.

PRIOR TO 1992:	Consistently	Frequently	Occasionally	Rarely	Never
SINCE 1992:	Consistently	Frequently	Occasionally	Rarely	Never

68. A goal of my teaching is to enable students <u>to take action</u> on important societal issues related to equity and diversity.

PRIOR TO 1992:	Consistently	Frequently	Occasionally	Rarely	Never
SINCE 1992:	Consistently	Frequently	Occasionally	Rarely	Never

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Thank you for your careful attention to these important items.

The members of the FINE Research team are:

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Appendix D:
"Stratified Random Follow-up Survey"

FINE Research Project
Stratified Random Follow-up Survey

Thank you for participating in this FINE research survey. The purpose of this survey is to explore selected items from the original professional staff survey conducted in November, 1995.

Instructions: Please answer all six questions as specifically as possible based on your personal experiences and perceptions.

1. One of the goals of multicultural education is to produce a social atmosphere in schools that is inclusive and respectful to all. How would you describe the current social atmosphere in your school? Please provide an example or illustration.

2. If you participated in either most or all of the REACH or GESA in-service activities, to what extent do you feel your teaching attitudes and behaviors have changed as a result of these activities? Please provide an example.

3. Many teachers indicated on the survey that they "accurately portray the cultural diversity in the United States and/or in the global community." Has the district's overall MCNS activity improved your knowledge and skills in multicultural, non-sexist teaching practice? Please provide an example.

4. What efforts have you made to insure that your teaching methods are effective with students of both genders, of various ethnic and racial groups, and with disabilities? Please provide an example.

5. What steps have you taken recently in modifying your curriculum and teaching materials to make them more multicultural in nature? Please provide an example.

6. Please write a short reaction to the statement, "The inclusion of a multicultural non-sexist perspective in my curriculum enhances the overall achievement of my students." Include one or two examples to reinforce your viewpoint.

Following completion of these survey questions, please use the self-addressed, stamped envelope and return to Thomas Determan by ***April 4, 1996.***

Appendix E:
"Chi Square Tests of FINE Survey Questions"

Chi Square Tests of FINE survey questions					
	for each of the indicated questions the null hypothesis is:				
	There are no differences in the response frequency of teacher observations				
	prior to 1992 (REACH - GESA Inservice Efforts) and the response frequency				
	of teacher observations since 1992				
Question #	**Calculated Chi Square**		***Significance Level 1***		**Decision**
13	280.437		•••		Reject
14	227.426		•••		Reject
15	190.444		•••		Reject
16	244.673		•••		Reject
17	78.702		•••		Reject
18	79.883		•••		Reject
19	63.279		•••		Reject
20	24.465		•••		Reject
21	34.792		•••		Reject
22	25.305		•••		Reject
23	81.961		•••		Reject
24	62.949		•••		Reject
25	57.439		•••		Reject
26	28.952		•••		Reject
27	56.812		•••		Reject
28	124.817		•••		Reject
29	74.883		•••		Reject
30	62.762		•••		Reject
31	74.94		•••		Reject
32	25.103		•••		Reject
33	10.153		•		Reject
34	46.68		•••		Reject
35	77.361		•••		Reject
36	92.913		•••		Reject
37	95.344		•••		Reject
38 & 46	64.565		•••		Reject
39 & 47	72.94		•••		Reject
40 & 48	11.695		•		Reject
41 & 49	71.827		•••		Reject
42 & 50	52.166		•••		Reject
43 & 51	47.736		•••		Reject
44 & 52	39.996		•••		Reject
45 & 53	11.004		•		Reject
	1	••• .001		18.465	
		•• .01		13.277	
		• .05		9.488	

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Question #	Calculated Chi Square		Significance Level 1		Decision
54	132.279		***		Reject
55	103.905		***		Reject
56	70.939		***		Reject
57	23.333		***		Reject
58	89.89		***		Reject
59	68.434		***		Reject
60	18.845		***		Reject
61	18.118		**		Reject
62	20.107		***		Reject
63	154.904		***		Reject
64	56.018		***		Reject
65	28.213		***		Reject
66	94.252		***		Reject
67	88.826		***		Reject
68	69.171		***		Reject
	1	*** .001		18.465	
		** .01		13.277	
		* .05		9.488	